DOCUMENT RESUME

ED 290 331 FL 017 118

AUTHOR Corey, Kathleen; And Others
TITLE A Whole Language Program for Refugee Children.
INSTITUTION Center for Applied Linguistics, Washington, DC. Refugee Service Center.
PUB DATE [87]
NOTE 19p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Educational Strategies; Elementary Education; *English (Second Language); Federal Programs; *Indochinese; Language Maintenance; Limited English Speaking; Literacy Education; Program Design; *Refugees; *School Readiness; Second Language Programs; *Writing Instruction; Young Children
IDENTIFIERS *Preparing Refugees for Elementary Programs; *Whole Language Approach

ABSTRACT

Preparing Refugees for Elementary Programs (PREP) is a federal program to prepare young refugee children for further learning in the United States. Findings from current research on how children learn to speak, read, and write were used to design the curriculum. All children receive 18 weeks of full-time instruction, during which their parents also study English and cultural and work orientation. The weekly schedule and activities are typical of those in an American school. The largest single block of scheduled time is for English language dealing with familiar topics in school and daily life. One hour a day is devoted to reading and writing. Eight 30-minute periods a week are devoted to math instruction, and additional time is allotted for recess and enrichment activities. The program uses the natural language approach to oral language development, and whole language approaches to literacy development, including shared reading with big books, the language experience approach to reading content, sustained silent reading, dictated stories, dialogue journal writing, and creative writing exercises. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290331

A WHOLE LANGUAGE PROGRAM FOR REFUGEE CHILDREN

by Kathleen Corey, Else Hamayan and Margo Pfleger
Refugee Service Center
Center for Applied Linguistics

Babies learn from birth to talk. They do it of their own accord. They don't have to go to school first, to learn phonetics or sentence structure. They learn in the cradle and the pram -- first from their own free playful exploration, then from the important people round them, their own important people.

And if the child's "important people" encourage and delight in the child, and if neither they nor society clamps down, then the child not only becomes fluent, but learns the self-organizing power of words . . . the power that enables a child to predict and plan a future. -- Berg

Vilay is a ten year old Lao boy who spent the first five years of life living in a small village in the mountains. Vilay's family were farmers who fled their homeland after the Pathet Lao takeover in 1975. After five years in refugee camps in Thailand, Vilay and his family were resettled in Minnesota. Vilay now finds himself in a new school in the U.S. He is unable to understand most of what his teacher says and is virtually unable to express himself. Since Vilay has never really been in a classroom before, he feels anxious throughout the school day because he does not understand what is going on. Vilay is becoming withdrawn and isolated; he has made few friends and is unable to talk to his teachers or classmates. Furthermore, he is already behind his American peers academically and has little hope of catching up.

Vilay's situation has become a common one for numerous immigrant and refugee children entering schools in the U.S. Vilay is one of many limited-English proficient children in American schools who is having difficulty adjusting socially and academically because of the problems with learning English as a second language.

The Bureau for Refugee Programs of the U.S. Department of State has recently provided one solution to the problems encountered by refugee children like Vilay as they enroll in their new schools upon arrival. The Bureau has funded a new program for Cambodian, Lao, and Vietnamese children between the ages of 6 and 11 in the Philippine Refugee Processing Center. The goal of the new program, Preparing Refugees for Elementary Programs (PREP), which is operated by the

FL017118

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

GRT

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

World Relief Corporation, is to prepare children for further learning in the U.S. by teaching the linguistic, academic and interpersonal skills needed for successful entry into elementary schools. This program is dedicated to helping children learn how to learn and to develop academic and interpersonal skills through such activities as working in groups, playing at recess, completing homework assignments, doing projects, taking tests, and using the library.

GUIDING PRINCIPLES FOR THE PREP PROGRAM: SUPPORT OF RESEARCH

The past several years have brought about many advances in second language acquisition research which have resulted in great progress in the way in which English as a second language is taught. Many previous assumptions have changed, and new methods have emerged for helping children acquire English. Traditional second language teaching methods have been found to contradict the way in which language naturally develops in children. The belief that language learning is habit formation and that the repetition of drills and grammar exercises reinforce good habits does not allow language to emerge in natural developmental stages.

In an attempt to make the PREP program effective, findings from current research on how children learn to speak, read, and write a second language were used as the basis for the curriculum; guiding principles for the program were derived from these findings.

1. ***Children learn a second language in much the same way as they learned their first language.*** Current research (Dulay, Burt, Krashen, 1982) suggests that rather than learning a second language formally and through a conscious process, children acquire a second language in a natural subconscious manner. Much as in learning a first language, young second language acquirers go through a "silent period" before they actually begin to speak, and when they do speak, speech emerges gradually on its own (Krashen & Terrel, 1983).

2. ***Students acquire language most quickly when the language they encounter is made comprehensible.*** As in first language acquisition, second language acquirers need sufficient "comprehensible" linguistic input so they can begin to make sense of the language (Krashen, 1981). The notion of comprehensible input suggests an environment rich in natural rather than formal language where the focus is on communicating a real message for a real purpose. Even though much of what they hear is unfamiliar to them, children can derive meaning from context and people's expressions and gestures. For children at the early stages of acquisition, simple vocabulary and sentences, frequent facial expressions and body gestures to emphasize meaning, and many pictures and actual objects have to be used to enhance meaning.

3. ***Children are developing conceptually as well as linguistically.*** Research suggests that using a newly-acquired language in school is different from using a new language in other settings. Using language in school to learn complex concepts places different demands on second language learners (Cummins, 1982). Whereas most LEP adults have developed conceptually and may simply lack the English vocabulary to express themselves, young children often have not developed certain thinking skills such as how to classify, compare, sequence or infer. Because children must first understand a concept before applying a label to it, instructional activities must teach the concept first and the language of the concept second. In addition, because children vary greatly in their ability to grasp certain concepts, and because in many cases refugee children's cognitive skills have not been fully developed, instruction must include a variety of activities to teach or reinforce any given concept. Thus, children need to develop the concept as well as the academic language skills in order to participate effectively in the classroom.

4. ***Instruction is most effective within a meaningful, natural context.*** Recent research supports what teachers have suspected all along--that focusing on grammar and memorization of dialogues does not help in learning a second language; that using less structured activities in more natural and meaningful contexts seems to be more motivating and more effective; and that learning to speak, read and write a second language naturally follows many of the same

principles of development as the first language.

The teaching approaches that best take into account these findings are the Whole Language Approach and the Natural Approach. Activities used in these approaches take into account the natural developmental stages that children go through and involve real communicative situations where the focus is on meaning rather than form. These activities also revolve around specific content in a natural setting, such as in science experiments.

5. ***Children learn by doing.*** Research has shown that instruction that focuses on learning language *per se* is less effective for children who acquire language as a side-effect of doing an activity (Cazden, 1977). A curriculum designed for this age group needs to offer a variety of meaningful, interesting activities that will engage the children and stimulate them to generate language.

6. ***Students show most progress with their new language if they are confident about using it.*** Affective factors may limit or enhance the amount of comprehensible input that children are able to process (Krashen, 1981). Anxiety or low motivation can inhibit the acquisition process by filtering or blocking the input. This notion suggests that optimum acquisition takes place in a non-threatening, stimulating environment where children feel motivated and self-confident in using their new language to express themselves and communicate with others. This requires that teachers refrain from overt language corrections which cause children to feel anxious about their abilities. Teachers need to allow for the flow of natural communication rather than concentrate on achieving perfection from the beginning. As students become more comfortable using their new language, teacher modeling brings about student accuracy.

7. ***Math and science are best taught through a problem-solving approach.*** Children acquire mathematical and science concepts by discovering relationships between objects in their own environment. Through free and guided exploration and hands-on activities, children can discover patterns, classifications, numeration, and characteristics of numbers. By using familiar

materials, a teacher can gradually build a bridge to the adult world of abstractions. This approach, called the discovery approach, is especially useful for chilldren who lack the language proficiency to talk about the concept being learned.

8. ***Developing literacy in a second language follows the same principles as the development of literacy in the first language.*** Most children in literate societies are introduced to reading in a special way: by seeing parents immersed in the act of reading and by sharing with them the enjoyable experience of "story-time." They learn that reading is rewarding and enjoyable and that print is simply a representation of speech. Children in literate environments also develop the ability to write quite naturally, and they seem to have an intrinsic desire to produce "written language". At these initial stages of writing, which some researchers call mock writing (Graves, 1983), children invent their own spelling, but do so systematically and in a rule-governed way.

Although the emergence of literacy comes naturally to children who are being raised in literate homes, it may be out of reach for children who come from non-literate backgrounds. The need for literacy to emerge in this natural way becomes especially crucial for second language learners. Students learning to read and write in ESL need to be introduced to literacy in a meaningful way (Goodman, 1986), need to make the link between oral language and print as naturally as possible (Holdaway, 1979), and need to be given the opportunity to enjoy reading and writing (Smith, 1978).

9. ***Native language support is essential for optimal development of bilingual proficiency.*** Students who have not gained full proficiency in the second language acquire concepts most easily in their native language and transfer the conceptual knowledge to the second language only when that language is sufficiently developed. Students need conceptual input in the native language to ensure comprehension of complex material. In addition, in order for second language to develop most efficiently, a strong foundation must be laid in a child's native language.

Due to limited native language resources, however, most educational programs for LEP students, including the PREP program, may only be able to offer students limited support in the native language. All possible community resources, such as a member of the community telling a story to the children in the native language, must be taped and used to supplement the instruction children receive in English.

10. ***Individual differences must be taken into account in the instructional approach used with LEP students.*** LEP children, in general, and refugees in particular, differ vastly from one another along numerous differences including their educational background, learning styles, and native language proficiency. Since these individual characteristics make a significant difference in the way in which a child leaners, provisions must be made to address individual children's needs in a classroom setting. This can be achieved by setting up cooperative learning groups, learning centers, and peer tutoring.

11. ***Parents' involvement in their children's education is essential for an effective instructional program.*** Research shows that when parents are more involved in school, their children do better (Simich-Dudgeon, 1987). Parents can provide a valuable resource by bringing their native culture into the classroom and by providing support to their children in the native language. Whenever possible, parents must be invited to join in school activities; they can attend parent/teacher conferences and must be invited to participate in special artistic and athletic events with their children.

PREP PROGRAM DESIGN

All children in PREP receive 18 weeks of instruction (approximately 400 hours), during which time their parents study English as a second language, Cultural Orientation, and Work Orientation to prepare for resettlement in the U.S. To further ease students' transition into U.S. schools, the PREP weekly schedule and school activities are typical of those in the U.S.

PREP Weekly Schedule

	PREP WEEKLY SCHEDULE				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:10	Calendar	Calendar	Calendar	Calendar	Calendar
8:10-8:30	Reading	Reading	Reading	Reading	Reading
8:30-9:00			English		
9:00-9:30			Language		
9:30-10:00			Units		
10:00-10:30	R	E C	E	S	S
10:30-11:00	Math	Math	Math	Math	Math
11:00-11:30	Math	Writing	Math	Writing	Math
11:30-12:00	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up	Enrichment	Writing/ Wrap-up

The first ten minutes of each day are spent on "warm-up". This is when the teacher sets the tone of the day, discusses calendar information, takes attendance, and reinforces concepts that are being developed. On Monday mornings, students and teacher have a "sharing time," when they can talk about events that are important to them. This period is also a good opportunity for the teacher to evaluate informally the language proficiency of the students.

The largest single block of time, nearly two hours, is for the 33 English Language Units, which deal with familiar elementary school topics:

- Personal information
- Classroom
- Calendar
- School Location
- Weather
- Seasons
- School People
- Clothing
- Family
- Home
- Safety
- Body Parts/Senses
- Time
- Daily/Weekly Routines
- Food
- Health
- Personally Significant Dates
- Personal Attributes
- Size
- Feelings
- Field Day Activities
- Animals
- Shopping
- Plants
- Maps & Globes
- Directions
- Community Places
- Community Helpers
- Telephones
- Transportation
- Transit

The English Language Units are taught through a wide variety of activities that integrate listening, speaking, reading, and writing. Since science and social studies are not separate subjects in the PREP curriculum, activities in these areas are incorporated in various English language units on Weather, Food, Community Places, Animals, and Plants. During the English Language Units, students also learn how to use such academic materials as charts, graphs, maps, and scales.

In addition to ESL, sixty minutes each day are devoted to developing English literacy-- 30 minutes for reading and 30 minutes for writing. This is based on the belief that children need to spend an uninterrupted chunk of time reading children's literature and that they need to spend some time communicating their ideas and expressing their thoughts and feelings through written language. The literacy class makes the link between oral language and print as natural and enjoyable for the children as possible: these 30-minute periods are dedicated to celebrating the joy of reading and writing.

Students study math for eight 30-minute periods per week, participating in many large- and small-group activities. Lessons are carefully sequenced so that students not only develop mathematical concepts, but also learn to tallk, read, and write about mathematics in English. Some concepts are introduced outside the math classes through English Language Unit topics, such as those involving money or measurement.

In the seven 30-minute periods allotted weekly to recess and enrichment, youngsters discover that learning can be fun. Through guided play and sports, children develop social skills for successful peer interaction: sharing, turn-talking, and cooperating. In addition, music, art, drama, puppet shows, board games, and video activities serve to develop motor skills and introduce children to aesthetic experiences.

PREP METHODOLOGY USED IN THE PREP PROGRAM

Oral Language Development: The Natural Approach

The Natural Approach forms the basis of the PREP English Language Units. It rests on two underlying assumptions: 1) Speech is not taught directly but rather is acquired through comprehensible input in low anxiety environments and 2) Speech emerges in natural stages, specifically comprehension, early production, speech emergence and intermediate fluency.

The comprehension stage. During this stage, learners begin to glean meaning from the input presented to them. Children begin to associate sound and meaning and begin to make some sense of the way language relates to their environment. They need time to develop listening strategies and comprehension skills. Initially, children do not make much attempt to communicate using words, rather they indicate their comprehension nonverbally. In this stage, teachers must do everything possible to make a message comprehensible to children. For example, the teacher may draw a picture of a body, describing each of step along the way:

> "Let's draw a body. What do I need? Do I need a head? OK, let's draw a head. Now, do I need some hair? Yes, let's draw some hair", etc.

During this stage, learning activities do not require children to speak, although some children may naturally do so. This stage is particularly important in the PREP program because children's success in school depends more on comprehension skills than production skills. Children need time to acquire enough passive vocabulary to understand what is going on in the classroom. Total Physical Response (TPR) (Asher, 1982) is especially useful in improving comprehension strategies and teaching new vocabulary. The underlying assumption of TPR is that language is most easily acquired if coupled with body movement or appropriate actions. Asher maintains that children learn their first language by following the commands of the parents.

Children acquire language through performing tasks that require them to do something or make something. By focusing attention on the activity, they concentrate on what they are doing rather than on the language; performing actions gives meaning to the language. Vocabulary becomes comprehensible through gestures, actions, and pictures.

Early production stage

In this stage students naturally begin to produce a limited amount of words they have heard and understood many times. It is important to continue providing listening activities, but at this

stage opportunities must also be provided for the children to respond to the teacher. There are four types of questions that will encourage single word responses:

1. Yes/No : Is this the head?
2. Choice: Is this the head or the nose?
3. Completion: This is a small, red _____.
4. Single-word questions: What is this?

These types of questions are easy to use with pictures, i.e.,"Look at the picture. What do you see? (Man). Yes, good, that's a man. Is he young or old. (Old). Yes, he's old. What's he doing? (Gardening). Good, he's gardening. Do you like gardening?" And so on.

Speech Emergence

In this stage, students spontaneously begin to produce word combinations. Language Experience activities provide a good basis for the emergence of speech. The activity must be sufficiently meaningful and interesting to engage the students' attention and generate oral language. In this stage, students should be provided opportunities to produce simple sentences. This can be done by asking questions that require simple comparisons, descriptions and sequencing of events. Rather than correcting errors explicitly, teachers can model the expanding of simple utterances:

Teacher	Student	Teacher
What is the monkey doing now?	(He play).	Yes, he's playing.
What is Danh doing to the monkey?	(Danh pet).	Yes, he's petting the monkey.
Does the monkey like it? Why?	(Feel good).	Yes, the monkey likes it because it feels good.

In the early stages of second language development, especially in a class where the majority of children speak the same language, much of the chatter may be in the children's native language. Rather than trying to prevent children from using their native language, teachers should use the concrete actions involved in the activity to help the children associate their spontaneous utterances in the native language with their equivalents in English.

Intermediate fluency stage

This is the stage that concentrates on the development of student speech. Because language fluency develops better when students have a need to express themselves, activities in the content areas provide good opportunities for language interaction and expanding their vocabulary. Furthurmore, this is the stage that the most time should be devoted to literacy development.

Literacy Development: Whole Language Approaches

Traditional teaching methods to develop literacy in a second language have often failed because reading and writing are not allowed to emerge in natural developmental stages. Traditional ESL "readers" that focus on the act of reading rather than the content of the material, are often meaningless and therefore uninteresting to children (Goodman, 1968). Traditional readers also use phonics methods to teach reading, reducing reading (and writing) to a matter of matching letters with sounds. Additionally, readers focus on the visual recognition of words in isolation rather than the context in which natural language occurs.

Traditional methods of teaching writing in ESL also contradict the natural way in which literacy develops in children. Traditional writing activities often do not have intrinsic communication value and rarely build on students' oral language, consequently ignoring the strong relationship that exists between oral and written language. Additionally, in a traditional approach, children are explicitly discouraged from making errors; accurate spelling is one of the earliest goals in a traditional writing instructional program. Given that invented spelling is a stage through which the child naturally and necessarily passes, the use of these traditional ESL literacy approaches and materials is questionable.

The inadequacy of traditional methods of teaching reading and writing in a second language have made it necessary to turn to less traditional methods such as Whole Language Approach that take into account the learner's total language needs (Goodman, 1986). In this approach, the focus of instruction is on meaning and learning activities revolve around specific content in a real communicative situation.

The PREP program uses three methods that promote reading: Shared Reading with Big Books, The Language Experience Approach, and Sustained Silent Reading. Although all three of these methods are to used to teach reading, they are not used together at the same time. Teachers usually begin with Shared Reading with Big Books. They may introduce a Language Experience activity a few weeks later and continue to review a big book for one or two days of that same week. Sustained Silent Reading, which requires independent reading on children's part, begins later in the instructional term.

Shared Reading with Big Books

Shared Reading with Big Books simulates the experience of bed-time story reading. Through the use of high-interest stories written in enlarged print specifically for children, every child in the classroom can share in the process of hearing and seeing a story unfold. Reading good children's literature is the center of this instructional program. Children participate in any way they like: as listeners, as choral readers, or as individual readers.

This approach is particularly useful for children from non-literate backgrounds who have not been introduced to literacy in the natural enjoyable way that most children in a literate society have. Shared reading relies on children's natural search for meaning. By the very nature of the situation, an adult reading a story to a child is a shared experience that invites participation by children. When listening to a favorite story that is read often, children will usually join in the reading in any way that is comfortable to them. They may mumble along with the teacher and eventually their mumbles will turn into recognizable words. They may echo-read, repeating parts of the story as it is being read. As children become more fluent, they become "expert readers", playing the role of the teacher.

The Language Experience Approach

One of the best ways to help students make the transition from their oral language to standard printed English is the Language Experience Approach (LEA). LEA is based on the notion that children are better able to read materials that 1) stem from their own experiences and 2) are based on their own oral language. A large portion of LEA involves eliciting oral language from children and shaping it in preparation for its use as written material.

LEA involves whole language by allowing children to read stories rather than isolated words or sentences. Reading material is natural in that the only vocabulary controls in the material come from the limitations of the child's speaking vocabulary. Since children are given reading material that they themselves compose orally, success in reading is ensured. This approach also ensures that the interrelationship of oral and written language is made very clear to and in a natural way.

Sustained Silent Reading

In Sustained Silent Reading every one in class -- including the teacher -- chooses a book and reads silently at his or her own pace. This experience provides an opportunity for children to view reading and writing as something to be enjoyed rather than something that causes stress, anxiety and possibly even embarrassment. Alotting school time for children to simply read whatever they want to, and for no other reason than enjoyment, is especially important for children who do not live in a highly literate home environment and thus do not spend much, if any, time at home reading for pleasure.

The PREP program uses three methods of developing writing skills in ESL that are based on the whole language approach: Dictated Stories, Dialogue Journal Writing, and Creative Writing.

Dictated Stories

In the early stages of second language development, when the children are at the pre-production stage, group-writing activities are most appropriate. Dictated stories serve to introduce to children

the experience of composing a piece of writing. After completing an oral language activity, children prepare to compose a group story by recounting the sequence of steps in the activity and reviewing the vocabulary to be included in the story. The children then dictate a story about the activity to the teacher. Using large, lined newprint, the teacher takes down the dictation from the students. For children who are very limited in English proficiency, the teacher may need to slightly modify children's utterances.

Dialogue Journal Writing

In Dialogue Journal Writing, children take 5-10 minutes a day to write regularly to the teacher in a bound notebook about a topic of their choice, and the teacher writes back as an active participant in a written conversation that continues throughout the school year. This on-going, daily writing consists of topics that childen themselves choose and write about at their level of language proficiency, however minimal (Kreeft, et. al., 1984).

Dialogue journal writing helps create a strong emotional bond between teacher and child. The context for the interaction is non-threatening. The focus of dialogue journal interaction is on communication rather than form. The teacher and the child write as participants in a conversation, communicating a genuine message. While the teacher does not evaluate the student's language, the teacher's writing serves as a language model for the child within the context of the message being communicated (Staton et al., 1985).

Dialogue journals are a practical instance of reading and writing bound together in a single functional experience. The language input the child receives from the teacher's entry is slightly beyond the student's language ability. As children read the teacher's guided response to their own journal entries, they gradually adjust their writing by providing more information about their own experiences, and thus their language improves. Journal entries by students may start with single words or pairs of words, but work with dialogue journals in many school districts indicates that

children's entries will expand significantly by the end of the school year. As in LEA stories, students' printed words become meaningful and personal, and comprehension is generally insured.

Creative Writing

The use of creative writing as a teaching tool is based on two premises: first, the essence of writing is to communicate ideas and feelings; second, children have a natural urge to creatively express their thoughts and feelings in "writing." In this approach, children are given the opportunity to write about anything they feel like writing about. They are encouraged to produce "written" language, and by means of feedback from the teachers, are led to organize their thoughts better, and eventually to follow the conventional rules of writing. Grammar and spelling are explicitly taught only after children experience the thrill of uninhibitedly expressing themselves in writing. Children taught in this way take pride in their work and in themselves.

By using this approach, children's writing initially takes the form of drawing, which may be combined with squiggles representing verbal language. If children are exposed to enough written language -- in the form of LEA stories or children's literature -- and if the teacher gives the appropriate feedback, their mock-writing will gradually be transformed into acceptable forms of writing. In that process, children will follow their own unconventional rules of writing. They will also use invented spelling: TNK U FOR THE EARGS I JUS LUV THOS EARGS (*Thank you for the earrings, I just love those earrings).*

As in the case of oral language, children need to receive feedback focusing on the content and meaning of the message rather than its form. Feedback can be given to children by means of "conferences", where the teacher reacts to a child's writing individually, and comments orally on the piece that the child has produced. There are two types of conferences: content and process. In a content conference, the teacher comments on the ideas-- the what-- and in a process conference, the teacher comments on the ways in which the piece is written-- the how.

As with any writer, the child needs to share his product with others. Thus, a very important component of the creative writing approach is the "publishing" of children's work. A book or a story written by the child may be photocopied, it may be exhibited in an author's corner, or it may be exchanged with another class.

CONCLUSION

PREP marks a significant and exciting development in refugee training for young children. Findings from current research and new methodologies have been incorporated into the program design. As a result, the PREP staff hopes to contribute to, as well as profit from, the body of knowledge about second language acquisition and literacy, particularly with respect to this unique group not yet immersed in the target culture and language.

References

Asher. James. 1982. Learning another language through actions: the complete teacher's guidebook. Los Gatos, CA: Sky Oaks Production.

Berg, L. 1977. Reading and loving. London: Routledge and Kegan.

Cummins, James. 1982. Tests, achievement , and bilingual students. Focus 9. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Dulay, Heidi, Marina Burt, Stephan Krashen. 1982. Language two. New York: Oxford University Press.

Goodman, Ken. 1986. What's whole in whole language. Portsmouth, NH: Heinemann.

Graves, Donald. 1983. Writing teachers and children at work. Exeter, Vermont: Heinemann Publishing Inc.

Holdaway, Don. 1979. The foundations of literacy. Portsmouth, NH: Heinemann.

Hudelson, Sarah. 1984. Kan yu ret an rayt en Ingle: Children become literate in English as a second language. TESOL Quarterly, 18, 221-238.

Krashen, Stephan. 1981. Bilingual education and second language acquisiton theory. In Schooling and language minority children: a theoretical framework. Los Angeles: Evaluation, Dissemination, and Assessment Center, California State University, Los Angeles.

Krashen, Stephen D. and Tracy D. Terrell (Eds.) 1983. The natural approach: language acquisition in the classroom. Oxford: Pergamon Press.

Kreeft, J., R. Shuy, J. Staton, L. Reed, R. Morroy. 1984. Dialogue writing: analysis of student-teacher interactive writing in the learning of English as a second language. Washington, D.C.: Center for Applied Linguistics.

Simich-Dudgeon, Carmen. 1987. Involving limited-English proficient parents as tutors in their children's education. ERIC/CLL News Bulletin, 10(2), 3-7.

Smith, Frank. 1978. Understanding reading. New York: Holt, Rinehart and Winston.

Staton, J., J. Kreeft, S. Gutstein. 1985. Dialogue journals as a reading event. Dialogue 3(1).